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ABSTRACT

Twenty-eight families who indicated an interest in learning child management skills were included in a training program involving four groups from three elementary schools in Lincoln, Nebraska. Sessions were held once a week for 7-12 weeks. The parents were taught child management skills through the use of operant techniques which they utilized in behavior change projects selected by themselves. Data relevant to five questions were collected, analyzed, and discussed. These questions were: (1) What occurred during the group meetings? (2) With what kinds of behavior were the parents interested in dealing? (3) What did the parents accomplish and what did they learn? (4) How did the parents involved in the program evaluate it? and (5) What were the by-products of the program? Results were discussed in terms of the implication for such a program, and recommendations were offered for similar programs in the future. (Author)

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FINAL REPORT

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Grant No. OEG 7-72-0023 (509)

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Training Parents in Child Management

February, 1973

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INTRODUCTION

The provision of a complete education for each child is a community affair that requires reaching and educating significant persons in the child's life. Parents represent the single strongest source of influence on children, especially pre-adolescent children, while the school represents the "major public socializing institution affecting the lives of today's youth." (Office of Education, 1967, p. 278).

Gerald Patterson has written that "observation data collected by Barker et. al. (1953) showed that the social agents who had the most contacts with the child are the mother, teacher, and peers." (Patterson, 1969, p. 167). Patterson goes on to note that training teachers and parents would be a necessary activity for effectively preventing deviant child behavior and developing healthy personalities. The following figures cited by Lindsley (1966) lend support to Patterson's conclusion. Lindsley estimates that the ratio of exceptional children to professionals is approximately 5,000:1; the ratio of school-age children to psychiatrists 3,600:1; the ratio of school-age children to psychologists about 2,500:1; and the ratio of school-age children to nurses and social workers about 1,500:1. Only when we get to educators and parents does the ratio drop to manageable proportions: about 25-30:1 children to educators and 1:2 children to adults.

The problem of inappropriate behavior learned in the home and generalized to the school has been recognized by educators for many years. At the same time, however, appropriate behavior learned in the home is also generalized to the school where positive gains are made more probable. The principle of generalization holds for academic as well as social behavior. Martin (1967) and Kaswan et. al. (1969) report that significant changes in classroom behavior were observed after parents received specific training. Staats (1968) has shown how parents, spending less than 10 minutes per day, can train their children in entry-level academic skills such as paying attention and making simple discriminations. These children tend to find school and related activities more pleasant and tend to enter learning experiences with positive attitudes.

Problems specific to the school can be prevented through skillful parent intervention. However, many parents lack the skills necessary to systematically produce appropriate behavior in their children. Parents often deal with problems only as they become serious rather than before. The problem of training the parent then becomes more urgent and difficult. Providing a program for interested parents might help them deal more effectively with their children and prevent many problems.

Such a program for parents should include as a minimum the following features: The program should be made as non-punitive as possible. Parents should not be made to feel that the program is for "bad parents," or that they have been "singled out" by the school because their child presents a problem. Throughout the program care should be taken to emphasize the strengthening of positive child behavior rather than dwelling excessively on the negative.

Another important aspect of a program for parents is that it should be relevant to each parent's needs. An effort must be made to design the program primarily for the benefit of the parent, rather than the benefit of the school. The parents must be allowed to work toward reaching goals that they see as satisfying to them. This is different from an approach in which specific behavior change projects would be established for the parents by the schools. While the school may be able to accurately predict some of the things that parents need to achieve, the program would be likely to fail, unless the parents felt that the school was helping them reach their goals rather than them helping the school reach its own goals.

A third characteristic is that there be a high expectancy of success for the parents. We can assume that one reason parents choose to attend is their hope of dealing more successfully with their children. Success can be a powerful motivator, and one by-product of success is the positive attitude that is often generalized to things associated with the success. While it may be possible to maintain interest in the absence of success, it surely would be much easier with its presence.

A fourth characteristic of a successful parents' program is that it should be able to be evaluated objectively. The objectives of the program need to be made explicit enough for the school and/or the parents to tell if the goals have been reached or if progress is being made. If possible, data that indicate the factors contributing to success or failure of the program should be collected so that appropriate modification of the program can be made.

A final characteristic is that the program be oriented toward prevention rather than remediation. Ordinarily, the most effective means of dealing with behavioral problems is to design prevention programs which reduce the probability of future occurrences of deviant behavior. An effective prevention program can significantly reduce the number of child behavior problems if successfully administered.

For a variety of reasons, the philosophy and practice of behavioral approaches to human problem solving seem to be particularly well suited to meeting the criteria outlined above for the design of an effective parent program.

First, the behavioral approach places great emphasis upon precision in observing behavior and evaluating the factors that govern it. This allows for a greater degree of control than is available through other approaches. Consequently, a higher expectancy of success in changing behavior is available. Furthermore, the same values that call for the monitoring of a single subject's behavior would call for the monitoring of an entire program. Evaluation by way of the collection and analysis of observable events is strongly encouraged.

Most behavioral approaches stress the positive over the negative. While the literature in the analysis of behavior places heavy emphasis on the consistent application of consequences to behavior, positive rather than punitive consequences are generally preferred. Typically, behavior modifiers prefer to increase positive behavior rather than to dwell on decreasing negative behavior. For example, if a child is demonstrating deviant or antisocial behavior the preferred strategy is to select prosocial behaviors and concentrate on increasing them as opposed to attending to decreasing the negative behavior. The behavior modifier prefers the use of rewards or satisfying events as the means of developing desirable behavior.

The behavioral approach is being increasingly used with teachers and parents as the primary "therapeutic agent." A good start has been made in the area of training teachers in behavior management skills (Hall, Lund & Jackson, 1968; Hall, Panyon, Rabon & Broden, 1968; Madsen, Becker & Thomas, 1968; Thomas, Becker & Armstrong, 1968; Ward & Baker, 1968; Hall, Christler, Cranston & Tucker, 1970). Similar results have been obtained with parents who were given training in child management techniques (Hawkins, Peterson, Sweid & Bijou, 1966; Walder, Cohen & Daston, 1967; Patterson, Ray & Shaw, 1968; Zeilberger, Sampen & Sloan, 1968; Wahler, 1969). These studies point to the fact that maladaptive and deviant child behavior is learned in the home or school and can be successfully dealt with by those persons closest to the child.

Most of the studies reported in the literature take the individual parent (or parents) as their point of contact. While there are numerous advantages in working with individual families, it is fairly obvious that the expenditure in time alone would prove overwhelming. Working with parents in groups offers a partial solution. Lindsley (1966) reports a fairly impressive success rate for the parents in his fathers' group. In fact, several of the parents in Dr. Lindsley's group went on to train other groups of parents. We believe the school is an appropriate agency to stimulate and support the formation of a parents' group and the following is one attempt at evaluating this proposition.

METHOD

SUBJECTS

Three elementary schools within the Lincoln, Nebraska Public School system were chosen for inclusion in this program. School I was located in a primarily lower middle class neighborhood, School II in an upper middle class neighborhood, and School III in a middle class neighborhood.

Letters signed by the principal of each school were sent to the parents of every child in each of the schools. The letters (see Appendix I) described the program to be offered and invited the parents to participate. Parents who indicated either an interest in attending or who wanted more information were contacted by phone by one of the two group leaders.

During the phone conversation the program was explained in greater detail, and any questions the parents had were answered. If, at this point, the parent expressed a desire to participate in the program an appointment was made for one of the group leaders to meet at the parent's home prior to the date of the first group meeting.

During the home visit the parents were asked to specify their goals or objectives for participating in the program. After the parents' goals had been specified, a "project" was devised that would serve as a vehicle for reaching the goals. In most cases the project consisted of simply specifying, observing, and recording some of their child's behavior(s) and bringing the records to the first meeting. At this point most of the parents were interested in making specific changes in the behavior of one or more of their children. However, some were interested in more general topics such as "what makes children do the things they do" or "what might be done to improve family relations?" A few of the parents stated that they had no goals and that they wanted to attend because it "sounded interesting," or that they "might learn something." No projects were devised with these parents during this meeting.

SETTING

Initially, arrangements were made for two groups to meet at school I (Group IA and IB) and two groups to meet at school II (Group IIA and IIB). However, the principal and school counselor at school III requested that parents in their district be included in the project. Parents from schools I and II were placed into one of the groups meeting at their school on the basis of convenience to them. In one case, a family from school I attended meetings at school II. Parents from school III were given a choice of attending any of the four groups.

Each group met one evening per week. Meetings lasted approximately one and one-half to two hours. Group IA met Mondays, Group IIB met Thursdays, and Groups IB and IIA met Wednesdays. Group IA met seven times, Group IB met twelve times, Group IIA met six times and Group IIB met seven times.

In addition to the regularly scheduled group meetings, parents were encouraged to phone their group leader whenever they had questions or needed consultation.

OBSERVATION AND INSTRUMENTATION

Five types of observational procedures were used for evaluation of the program. These were: (1) questionnaire; (2) "incidental" observation by group leader; (3) records of children's behavior kept by parents; (4) audio-tape recording of the group sessions; and (5) interviews with principals and counselors of participating schools.

QUESTIONNAIRE

A questionnaire was mailed to each parent who attended at least half of the group meetings. This questionnaire (see Appendix II) included items dealing with parent satisfaction with the program, a statement of the skills the parents felt they had learned, an evaluation of strengths and weaknesses of the program, and suggestions or comments. The questionnaires were mailed three to five weeks after the last meeting of each group. Twenty-five questionnaires were mailed and 21 were returned, for a return rate of 84%.

A second questionnaire was mailed to each parent who had attended at least one, but less than half of the group meetings (dropouts). This questionnaire (see Appendix III) included items dealing with why the parent had not continued to attend, whether they would attend if the program were offered again, and an evaluation of the strong and weak aspects of the program. Thirteen questionnaires were mailed and ten returned, a return rate of 77%.

INCIDENTAL OBSERVATION

Each group leader informally collected information relevant to the program by maintaining a "log book" and an attendance form (see Appendix IV). The attendance form was completed at the end of each session and included information on parents that had attended the meeting and the progress each had made in learning new skills or completing a project.

Entries were made in the "log book" after each session and whenever else the group leader felt some information would be useful to record. The "log books" contained information related to goals for each session, the extent to which the goals were reached, parent satisfaction with the program, group leader satisfaction with the program, and factors which appeared to effect parent behavior or which might be related to project successes or failures.

While these "incidental observations" were, from a scientific standpoint, the least valid and reliable of the data collection techniques used, they proved to be very useful in a number of ways. The group leader, attending to his own behavior and how it related to successes or failures, provided feedback that he might use to improve his operation of the group. Furthermore, this method provided a descriptive account of the progress made by individual persons, and a record of by-products of the program such as generalization from the home to the school, which might not have been recorded by other methods.

PARENT RECORDS AND GRAPHS

Records of child behavior were supplied by the parents, who kept records as a part of the approach to behavior change being taught. Parents were encouraged to summarize written records into graph form whenever possible.

The parent-kept records provided feedback to the parents and group leader as to the progress being made on particular projects. They also provided some indication of the problems and kinds of child behavior in which the parents were interested as well as some of the ways parents found to change these behaviors. Possibly the most important function of the parent-kept records is that they facilitated the making of discriminations on the part of parents. For example, by keeping written descriptions of the events surrounding the occurrence of a particular behavior the parent was often able to manipulate those events to reach desired outcomes or to suggest a solution with this information as a base.

AUDIO-TAPE RECORDS

The thematic content of the group sessions was monitored by the use of a portable cassette tape recorder. The following sessions were recorded for each group. IA: 1, 2, 3, 4, 5, 7; IB: 1, 2, 3, 5, 6, 8, 9, 10, 11, 12; IIA: 1, 2, 4, 5; and IIB: 1, 3, 5, 7.

A time sampling procedure was devised to record the content of the taped conversation. Every 15th second the "theme" of the discussion was recorded under the name of the speaker. For example, as the 15th second of the discussion elapsed, the speaker and theme were identified and entered onto a scoring form. This procedure was repeated every 15th second for the duration of the recording period. Scoring reliability was obtained by rescoring tapes several days after the initial scoring and comparing the proportion of observations that matched. The reliability for the scoring ranged from .86 to .95. A description of the scoring catagories used is given in Appendix V.

More than one theme could be scored for each observation segment. For example, if a parent was discussing how he might reinforce appropriate child behavior, a "consequate theme" and a "positive theme" had occurred simultaneously and both were entered. The verbalization of the group leader, although scored, was not included in the data summary.

One reason for recording the content of conversation was that the degree to which the parents were learning new problem solving skills might be reflected in the things they talked about in the group. For example, one principle of behavior modification is that the parents observe and record the child's behavior and deliver appropriate consequences. Thus, statements referring to observing or monitoring their child's behavior and or supplying consequences for behavior might be one means of assessing the parents' use of these problem solving skills.

Another reason for the use of the audio-tapes was to provide some measure of the parents' interest in appropriate and inappropriate child behavior.

INTERVIEWS

The principals and counselors at each of the three schools were interviewed by the two group leaders. The interviews took place between two and four months after the termination of the group meetings at a time close to or after the end of the regular school year.

The interview consisted of a series of topics that were presented for discussion (see Appendix VI). The discussion topics related to (1) behavioral changes at school of children whose parents had attended the program, especially if the changes could be related to parent influence; (2) satisfaction with the program including ways in which the school might have benefited; (3) the extent to which the program provided aid not presently offered by other school services; (4) whether the program should be offered again and, if so, suggestions for improvement.

Whenever possible the principals and counselors were asked to cite evidence (e.g., observations they had made or reports from teachers) to back up their comments or conclusions.

INSTRUCTIONAL MATERIALS

Each parent was given a folder containing five of each of the following forms: *Functional analysis forms* which could be used for recording the antecedents and consequences of behaviors; *Behavior survey forms* that could be used by the children to record their own behavior and events that happened to them; *Point-tally forms* in which parents could record point reinforcers given and spent; *Graph paper* for summarizing the results of behavior modification projects.

In addition to the record forms, two books, *Living with Children* (Patterson & Guillion, 1968) and *Parents are Teachers* (Becker, 1971) were made available to the parents upon request.

PROCEDURE

One of the basic goals of this program was to have the parents become able to solve problems or reach goals related to their child's behavior with a minimum of outside help or advice. It was felt that the parents would be moving toward this goal by the extent to which they could learn to apply some of the principles of behavioral psychology. The skills of pinpointing, recording, and consequating behavior were incorporated as minimum level skills for the parents. "Pinpointing" involves identifying a behavior to be strengthened or weakened. The behavior must be such that the parents can either observe it directly or observe its consequences or products. "Recording" consists of keeping a record of the occurrence of the behavior, usually in the form of a graph. "Consequating" involves the application of an event following the target behavior that will strengthen or weaken the behavior.

In addition to these skills, it was hoped that the parents would begin to develop skill in discovering events, conditions or aspects of problems that might be relevant to their behavior change goals. That is, that they would begin to learn some way to make new discriminations with respect to events and conditions that influence behavior.

A discrimination was defined as (1) becoming aware of any relevant aspect of a problem; (2) being able to describe important aspects of a problem or objective accurately, or (3) being able to make a functional analysis of behavior, i.e., identify antecedent or consequent events that are presently maintaining a behavior.

The making of new discriminations by the parents was facilitated by the projects on which the parents were working. Each parent was encouraged to discuss his project during the group meetings. When a parent had reached a behavior change goal, an effort was made to focus attention on the process by which the problem was solved or the goal reached. It was hoped that listening to others discuss their projects would facilitate making discriminations. Finally, the parents were urged to double check the discriminations they had made either by comparing them to similar events they had encountered or by recreating the occasions in the future, e.g., checking a newly discovered reinforcer by applying it again and looking for consistent results.

INSTRUCTIONAL PROCESS

During group meetings no attempt was made to program the parents through a predetermined sequence of steps or experiences (although specific discussion topics were sometimes planned at the discretion of the group leader.) Parents were allowed to respond at any level they felt comfortable, while the group leader responded differentially to any behavior approximating problem solving or the making of new discriminations.

While it would have been possible to develop a specific sequence of experiences that would have programmed the parents to a particular skill criterion-level, it was felt that the advantages of the approach taken far outweighed the structured progress provided by the programming approach. One advantage of the approach used here was that the parents could start at a level where they were comfortable and move toward the primary goals for the group in a manner that was relevant and meaningful for them. This can be contrasted with the programming approach in which it would have been difficult to assess each parent's entering level skills and with programmed experiences which may have seemed to be meaningless and contrived to people who had opportunities for learning at hand in their daily experience. Further, it was felt that a programmed approach would restrict the learning of parents as much attention might be paid to reaching, in a prescribed manner, very specific goals and subgoals and ignore the wealth of learning that may occur "incidentally" or by "alternate routes." Table 1 is provided as some evidence of the scope of topics that can be reached through the approach use in this program. The number of topics discussed here far exceeds the

number of topics covered in a previous parent program (Lyman & Hamm, 1972) in which fairly strict programming was used.

Throughout the program the group leaders made an effort to avoid giving the parents prescriptions for the solution of problems. It was felt that giving prescriptions would work against the goal of the parent becoming an independent problem solver. A prescription, as defined here, involved the group leader listening to a problem and then providing the parent with a solution. In this kind of approach the group leader behaves "for the parent," thereby depriving the parent of the opportunity to emit functional problem solving behavior and precluding the reinforcement that might derive from it. In short, the parent is reinforced for listening to and following the direction of an "expert" and is not reinforced for emitting more independent problem solving behaviors. The only occasion for the giving of a prescription was in those few cases where the group leader judged it appropriate to supply a model for the parent. In such a case the group leader might offer "his opinion" or provide examples of how others had dealt with similar problems. Whenever possible, the parents were used as their "own models" either by having them listen to the solutions reached by other parents or by their attending to their own past experience.

TABLE I

CONCEPTS COVERED DURING SESSIONS

Pinpointing Behavior – specifying or designating a particular behavior to be observed.
Recording – keeping accurate accounts of the behaviors pinpointed.
Consequate – the application of accelerating or decelerating consequences to a behavior poinpointed - recorded.
Positive Reinforcer – an event occurring immediately after a behavior that increases the frequency of that behavior.
Natural Reinforcers – accelerating consequences that occur naturally within an environment (i.e., a smile).
Contrived Reinforcers – an event which accelerates a behavior that does not normally exist in the environment (i.e., tokens).
Extinction – removal of a consequence so that frequency of behavior decreases.
Grandma's Law – essentially stated--first you work--then you play.
Functional Analysis – the process of analyzing behavior in terms of its antecedent events and its consequence.
Antecedent Events – events which occur immediately preceding a behavior.
Self Control – the ability to maintain and regulate one's own behavior.
Contingencies – the relationship between behaviors and their environmental consequences.
Punishment – an event occurring immediately following a behavior that terminates or suppresses that behavior.
Shaping – the process of teaching a new behavior through the use of successive approximations.
Time Out from Positive Reinforcement – the procedure in which a child is placed in an area away from positive reinforcement for a specified length of time.
Modeling/Imitation Learning – a means of learning new behaviors by observing other people's behaviors.

RESULTS

In planning, executing, and evaluating the program four basic questions emerged: (1) What occurred during the group meetings; (2) With what kinds of behavior were the parents interested in dealing; (3) What did the parents accomplish and what did they learn; (4) How did the people effected by the program (i.e., parents and school administrators) evaluate it; and (5) What were the by-products of the program.

Data from the various sources described in the method section that were relevant to each of the questions are presented and conclusions drawn.

WHAT OCCURRED DURING THE GROUP MEETINGS

A summary of audio-taped conversations is presented in Table II. Thirteen percent of the 1,254 themes were "positive themes," 27% "negative themes," 10% "pinpoint themes," 5% "record themes," 23% "analysis themes," and 22% fell in the "other" category.

It can be seen that almost 38% of themes dealt with pinpointing, recording, and analyzing behavior. If one considers the fact that many of the "positive" and "negative" themes were also involved in these "skill" themes, it can be seen that a large part of the discussion in the sessions was concerned with the utilization of these skills for solving problems. This conclusion is supported by the large number of projects begun by the parents and also by the "log book" records kept by the group leaders which indicate a great deal of effort on the part of the parents to understand and apply these skills.

Twenty-three percent of the themes were "analysis themes" including analyses of past behavior as well as attempts to predict the effects of potential consequences. One reason why this figure was so high might be that the parents found that "understanding the situation or problem" often directly led to a satisfactory solution or intervention procedure. In reviewing the tapes, the group leaders found many instances where a parent would "spontaneously" come to a solution for a problem while describing the circumstances that surrounded the target behavior.

Inspection of the audio-tape summaries points up deficiencies in the group meeting process. Only 5% of the themes were concerned with recording behavioral events even though that was recognized by the group leaders to be highly functional for understanding and changing behavior. The tape records also indicate that discussion of negative behavior was almost twice as high as discussion of positive behavior. As pointed out earlier, the practice of behavior modification generally stresses the strengthening of appropriate behavior with a de-emphasis on dealing directly with negative behavior. Consequently, these results may be viewed as an area for improvement in the presentation of future programs.

TABLE II

Frequencies of each type of theme for each group. Percentages represent the proportion of each theme category to the total number of themes for that group. Number of sessions indicates the number of sessions *recorded* for that group.

THEME CATEGORY

Parent Group	Positive Themes	Negative Themes	Pinpoint Themes	Record Themes	Analysis Themes	Other Themes	Total
I A (6 sessions)	23 (.10)	80 (.34)	28 (.11)	25 (.11)	41 (.17)	41 (.17)	238
I B (10 sessions)	80 (.13)	130 (.21)	83 (.14)	33 (.05)	138 (.23)	144 (.24)	608
II A (4 sessions)	15 (.09)	64 (.36)	7 (.04)	6 (.03)	38 (.22)	46 (.26)	176
II B (5 sessions)	41 (.18)	66 (.28)	4 (.02)	4 (.02)	69 (.30)	48 (.21)	232
Total	159 (.13)	340 (.27)	122 (.10)	68 (.05)	286 (.23)	279 (.22)	1,254

KINDS OF BEHAVIORS IN WHICH PARENTS WERE INTERESTED

The behaviors in which parents were most interested are best summarized by the attempted projects. Table III gives a summary of these behavior change projects attempted by parents.

Any instance in which parents (1) actually *planned* and *attempted* to change the behavior of their child and (2) evaluated the outcome of the effort by recording the results was included as an example of a behavior change project. In addition, this activity must have been reported to the group leader either verbally or with the presentation of the records.

The behavior change projects reported by the parents were divided into five categories: (1) **Responsibility**, which included following directions, household duties (washing dishes, cleaning room, picking up toys, etc.), personal care and hygiene (brushing teeth, eating meals, etc.), and "being on time" or promptness (getting to school on time, going to bed on time, etc.); (2) **Self-modification** which involved the parent teaching the child how to carry out his own self-improvement projects; (3) **Emotional/Behavioral** problems which included Tantrums/Aggression and "Depression"; (4) **Interpersonal/Family Relations** which included sibling quarreling, arguing with parents, and building "positive relationships" with one's child; and (5) **School Related Problems**.

Table III shows that the parents were mostly concerned with the development of "responsibility in their children." This was especially true of responsibilities related to household duties. More severe behavioral problems proved to be of very low frequency for this group of parents. Projects related to interpersonal/family relations were mostly dominated by attempts to alter sibling quarreling.

TABLE III
PROJECTS ATTEMPTED BY PARENTS
Number of projects begun within each project category

51 Responsibility
- 5 following directions
- 28 household duties
- 8 personal care and hygiene
- 10 on time/promptness

4 Self modification

3 Emotional/Behavioral problems
- 2 Tantrums/aggression
- 1 Depression/aggression

13 Interpersonal/family relations
- 9 sibling quarreling
- 3 building "positive relationship" with child
- 1 arguing with parents

6 School related problems

WHAT DID THE PARENTS ACCOMPLISH AND WHAT DID THEY LEARN

The results presented in section are derived totally from the data collected from those parents who *did not* drop out of the program. Almost all of the parents who dropped out of the program did so before the third meeting. For the most part, these parents reported on their questionnaires that they had learned very little or nothing of value to them. However, many indicated that they would attend if the program was offered again.

Results from the questionnaires returned by the parents who completed the program indicated (see Appendix II) that they felt they had learned a great deal about managing child behavior; that they were able to manage the behavior of their children better than they were before attending the program; that they had continued to use the child management skills they had acquired and that their participation in the program had helped their child. All of the 21 parents who returned the questionnaire felt that their children benefited from the program to some extent. Twelve responded that their children had been helped "much" or "very much," nine said "some" and none said "very little" or "not at all." In addition, 20 of the parents judged that they had changed the behavior of at least one of their children by use of the child management skills they had learned.

All of the 21 parents felt that they had acquired new information about managing children. Five indicated that they had learned "very much," eleven "much," five "some." None of the parents felt they had learned "very little" or "none." All but one of the parents reported that they had continued to use the acquired child management techniques after the program terminated. Seventeen reported using the techniques "very often" or "frequently" and three reported "occasional" applications of the skills. All of the parents believed they were able to manage their child's behavior better after participating in the program.

Almost all of the projects were begun in response to behavior on the part of the child that was aversive to the parent. For example, projects dealing with increasing the performance of household duties were mostly preceded by the failure of the child to perform these duties. The parents rarely began projects with the goal of improving an adequate or good situation. This conclusion is supported by data from the audio-tape recordings which show the proportion of negative themes to be twice as high as that of positive themes. (See Table II).

It would appear that most of the behaviors parents wanted to change were very common problems experienced in most homes. One approach to dealing with these problems is to dismiss them by assuring the parent that they are trivial because they are normal (i.e., common). However, the fact that these are the kinds of problems which such a large number of parents are interested in changing suggests that they are important. Furthermore, descriptions by the parents of their own feelings toward their children and the "atmosphere" of the family both before and after these problems are resolved, indicate that being able to deal with these "minor irritations" successfully could go a long way toward making a family a better place for the child as well as the parents. It also provides the conditions under which positive reinforcement is likely to be given. In short, these "minor problems" may prevent the opportunity for many positive behaviors on the part of both parent and child from occurring.

Skills the parents felt they had acquired were strongly in accord with those identified as program objectives and were related to pinpointing, recording, consequating, and analyzing behavior. Seventeen of the twenty-one parents mentioned skills involving the employment of reinforcers, rewards and "positive" consequences; 13 identified record keeping skills; 13 specified pinpointing behaviors or problems; and 12 said they had learned to analyze events that influence or control behavior. In addition, 7 of the parents identified some form of problem solving skill they had learned. See Appendix II for the questionnaire sent to parents who had completed the program and the types of skills learned.

The case studies presented below offer a description of the form of the skills used by the parents and the contexts in which they were employed by parents, and the results gained.

HOUSEHOLD DUTIES

The subjects for this project were A.C. and her mother Mrs. C. Mrs. C. felt that A.C. should be able to assume more responsibility around the house so she assigned her several household tasks to perform including making her bed, picking up her toys, picking up her clothes, etc.--seven tasks in all.

The first week Mrs. C. kept a record of all the tasks A.C. completed every day, but did not tell A. that records were being kept. At the end of the week Mrs. C. found that A. had completed three tasks one day, but usually only one per day.

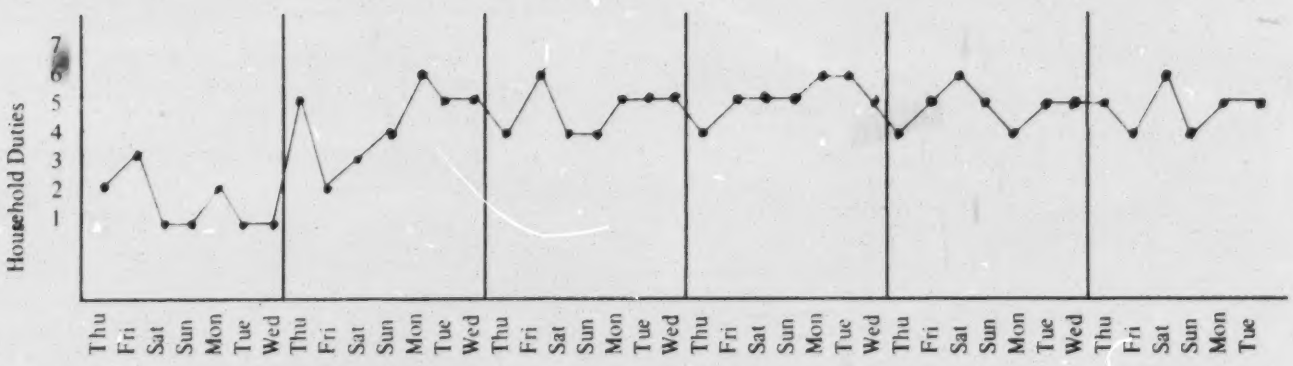
At the end of the first week an intervention strategy was devised so that if four tasks were completed during the day, Mrs. C. would spend some free time with A. after supper doing something A. enjoyed doing.

The second week A. completed four or more tasks every day except two. The third week A. completed four or more tasks every day.

The program was maintained for the duration of the sessions and A.C. never completed fewer than four tasks per day. Mrs. C. stated that she was happy A.C. was completing her tasks because she now had more free time to spend after supper with A. and her sister.

Figure 1 shows the frequency of tasks completed over a six-week period.

Figure 1. NUMBER OF DUTIES COMPLETED BY A.C.


Household Duties
7
6
5
4
3
2
1
Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue

PERSONAL CARE HYGIENE – BRUSHING TEETH

The subjects for the project were Mrs. K. and her five-year-old son J.

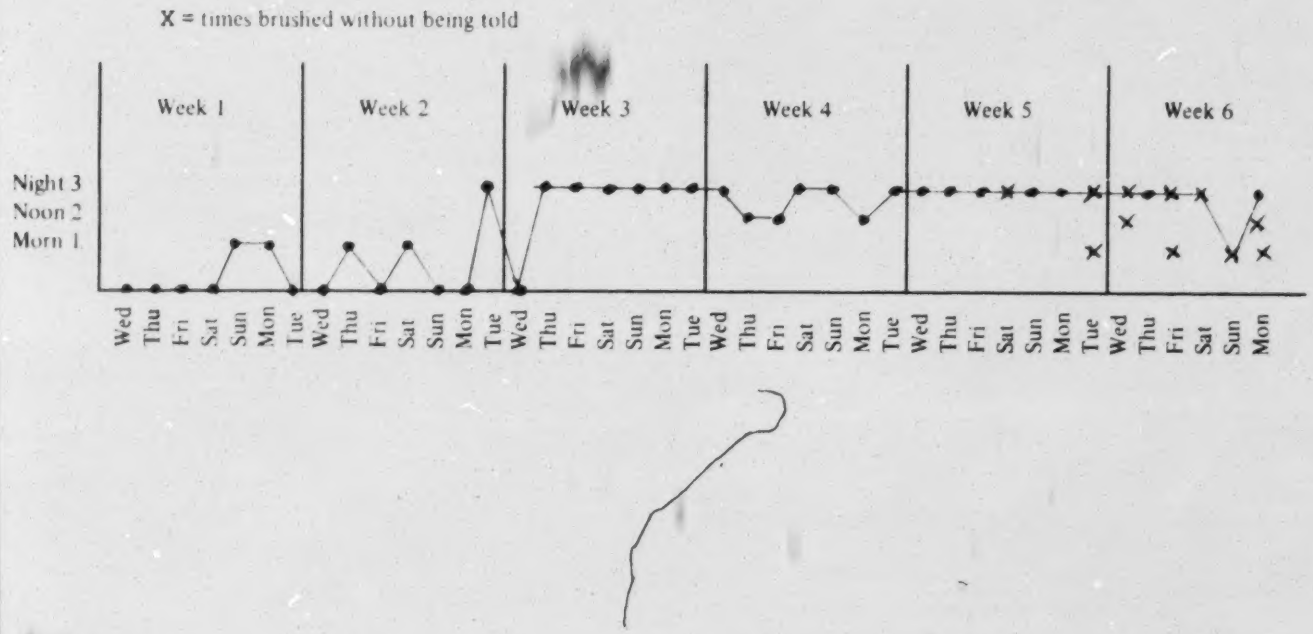
J., as described by Mrs. K., was an "active, hard-headed youngster" who did not enjoy following directions and "ignored" more than he listened. Mrs. K. felt J. had problems in other areas, but she was especially concerned with his dental hygiene.

She had tried prodding, coaxing, and even punishment to attempt to get J. to brush his teeth and had kept a record of the number of times he complied. J. brushed his teeth two times the first week. The next week Mrs. K. decided to not ask or say anything and J. brushed only occasionally.

The third week Mrs. K. asked J. to brush and when he did, she would compliment him or pay special attention to him. This week he brushed three times a day every day except one. This continued until the fifth week when on three occasions J. brushed without being asked. Figure 2 shows J.'s frequency of brushing and X's indicate times brushed without Mrs. K.'s asking.

At the end of the six weeks J. was brushing consistently without being reminded.

Figure 2. NUMBER OF TIMES A DAY J. BRUSHED HIS TEETH


X = times brushed without being told
Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Night 3
Noon 2
Morn 1
Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon Tue Wed Thu Fri Sat Sun Mon

QUARRELING

The subjects for the project were a ten-year-old boy, J.A. and his mother, Mrs. A.

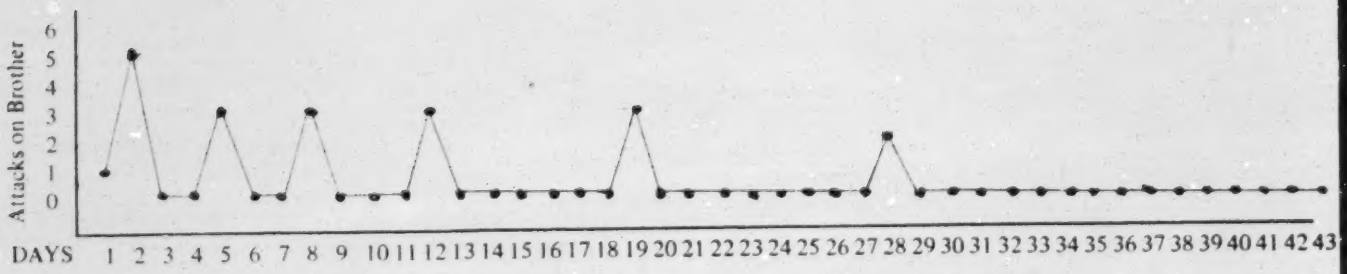
Mrs. A. complained about problems caused by J.A.'s "attacks" on his younger brother. These "attacks" usually consisted of teasing and insulting which often resulted in striking the younger brother. Mrs. A. was also concerned about reports that similar behaviors were occurring in school. The immediate goal for this project was to decrease J.A.'s attacks on his brother.

Because the problem was judged to be serious, Mrs. A. collected no baseline data and began immediately with a plan for decelerating the "attacks." She did report, however, that the "attacks" usually occurred every day.

Mrs. A. observed that the "attacks" often occurred when J.A. was unhappy or bored. She discussed this problem with her husband and their oldest son, and they agreed to try to attend to J.A. as often as possible when he was not misbehaving. In addition, Mrs. A. scheduled outings and treats contingent upon good behavior at home.

Figure 3 shows that over a period of 43 days Mrs. A. was able to completely terminate the "attacks" J.A. made on his brother. In addition, reports from the school indicated that J.A.'s "attacks" on his classmates had decreased considerably and that the teacher no longer saw J.A. as a problem.

Figure 3. DECELERATION OF QUARRELING



SELF-IMPROVEMENT

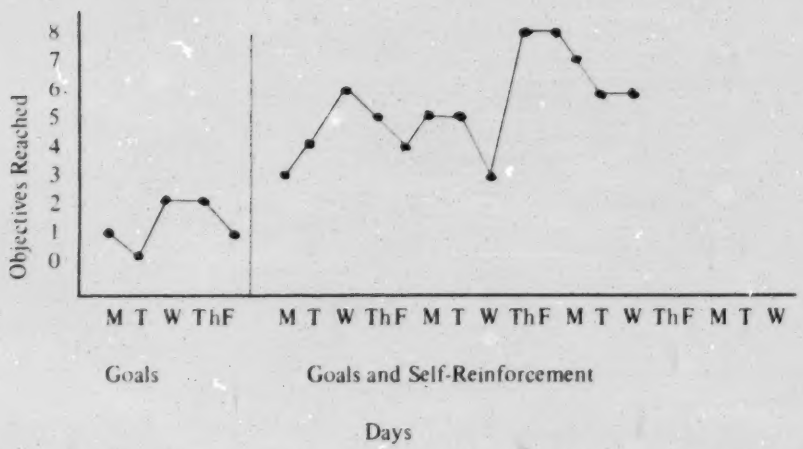
The subjects of this project were a seventeen-year-old boy (T.A.) and his mother, Mrs. A., who had participated in a seven-week parent training program the previous summer. T.A. had been arrested three times in two years and was on probation at the time of this project.

Mrs. A. had tried a number of times to induce her son to assume responsibility for household duties and to attend school but had been only partially successful. She decided that instead of trying to manage his life for him, she might begin teaching him to manage his own behavior. Mrs. A. decided to tell T.A. that she felt he was old enough to set his own goals and at the same time she offered to help him think of ways in which these goals might be reached. To her surprise he made a list of eight things he wanted to do each day. The list included: putting car keys in a safe place, going to school, getting to school on time, completing his homework, getting to work on time, keeping his room in order, "doing a kind deed," and being in bed by 11:00 p.m. He agreed to keep records as to whether or not these goals were accomplished.

The first week resulted in a rather low level (see Figure 4) of accomplishment (low of 0, high of 2). Consequently, Mrs. A. suggested T.A. make the delivery of reinforcer to himself contingent upon the completion of at least five of the objectives. T.A. decided that the completion of at least four tasks should result in Mrs. A.'s baking him a pie, cookies, etc., for the next day and if the goal was accomplished four of the five school days each week he would be able to use the family car on Saturday night. This resulted in an increase in the number of objectives achieved each day.

After 2½ weeks, T.A. decided to continue with the project but to cease keeping records. During the 2½ week period, T.A. got to school on time and completed his homework every day (except the day he was ill).

Figure 4. SELF-IMPROVEMENT



SCHOOL RELATED

The subjects of this project were Mrs. P., a teacher at a school for the retarded, and B., one of her students, a seven-year-old retarded male. B. was described by Mrs. P. as "hyperactive" and especially disruptive during the daily, 45-minute rest period. During this time he would frequently leave his own rest area (bed) and make loud noises, bother the other children, and "generally make a nuisance of himself."

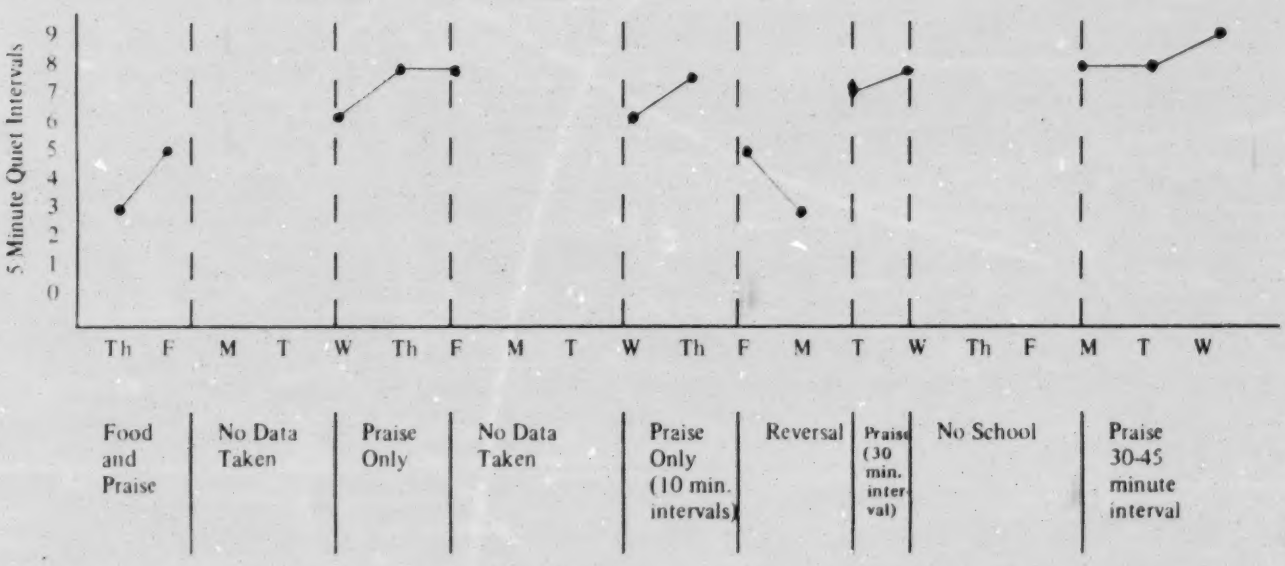
Mrs. P.'s initial plan was to praise B. whenever she noticed that he was in bed and to ignore him when he was not. This plan failed to increase the time B. spent resting.

Mrs. P. decided that she was not being systematic enough in her approach to the problem, so she made the following revisions. The 45-minute rest period was broken down into nine five-minute intervals. If B. remained on his bed for an entire five-minute period, he would receive a food reward and praise. This gave Mrs. P. more opportunities to reinforce B. than under the previous plan. As B. began to spend more time in bed the food reward was omitted and praise was given on an increasingly interval schedule, until B. was able to stay in bed the entire period. When B. did leave his bed Mrs. P. would firmly tell him to return to his rest area.

Figure 5 shows the results of this plan. It took 14 days for Mrs. P. to reach her goal. This included a two-day "reversal experiment" that Mrs. P. introduced to satisfy her curiosity. During this two-day period she terminated the positive reinforcement and the amount of time B. spent in bed greatly decreased.

Following this success Mrs. P. and her assistant began surveying the needs of all 19 students in the class and devised "behavior modification" programs for each of them.

Figure 5. MRS. P. SCHOOL-RELATED PROJECT
RESTING QUIETLY FOR 45 MINUTES



ON TIME/PROMPTNESS

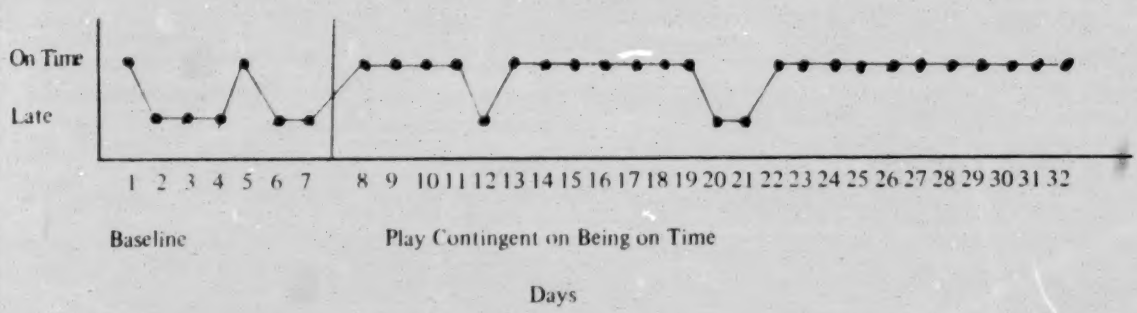
The subjects for this project were an eight-year-old boy, K.B., and his mother, Mrs. B., an aide at school III. Prior to this project Mrs. B. had successfully completed three projects in which she increased K.B.'s complying with requests, putting his games and toys away when he finished using them, and regularly doing assigned household tasks.

Mrs. B. explained that her son was generally well behaved and "good natured" but often became engrossed in play with his friends and would come home late or completely miss dinner. She decided to keep track of whether or not he was home on time for dinner and to record the circumstances surrounding both being home on time and coming home late. She discovered that even though she usually provided a punishment in the form of "time out" for coming home late, there was ample opportunity for K.B. to enjoy himself.

Mrs. B. decided to make privileges such as playing with friends after dinner contingent upon being home on time. If K.B. did not get home at the time specified, he would spend ½ hour alone in his room and would forfeit any opportunity to play with friends after dinner. In addition, Mrs. B. bought a watch for K.B. and discussed with him possible cues that might help him get home promptly.

The results of this procedure are presented in Figure 6. The baseline phase indicates that K.B. was on time for dinner only two of seven days. During the intervention phase which lasted 24 days, K.B. was late for only three meals.

Figure 6. BEING HOME ON TIME FOR DINNER



BUILDING A POSITIVE RELATIONSHIP

The subjects for this project included L.D., a 12-year-old girl, and her mother, Mrs. D. Mrs. D. explained that her daughter was often "moody" and "acted as though she had a chip on her shoulder." Mrs. D. felt there was a "personality clash" and doubted that anything could be done to improve the situation.

The group leader suggested that Mrs. D. consult with Mrs. E., another parent in the group. This suggestion was made because the two women were good friends who often discussed their children's behavior and because Mrs. E. had solved a similar problem as her first project.

After discussing the problem with Mrs. E., Mrs. D. decided to attempt to match her daughter's "good" and "bad" moods. That is, if L.D. was unpleasant, Mrs. D. would be unpleasant in return. If L.D. was happy or pleasant, Mrs. D. would behave similarly. Figure 7 shows the degree of "accurate matches" as judged by Mrs. D.

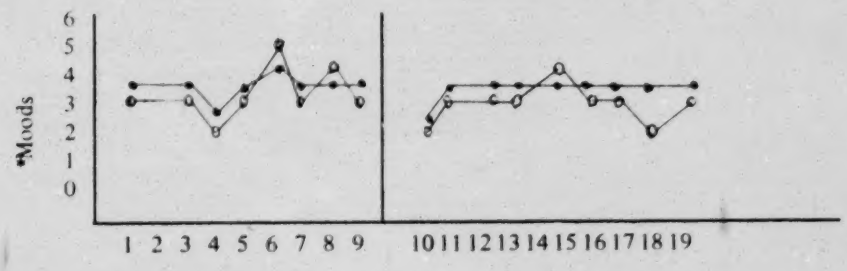
The fact that Mrs. D. was able to match her daughter's "moods" proved to be of little help in developing a better relationship with L.D. More important was the fact that she began to notice the effects her "matching" had on L.D. Mrs. D. discovered that matching "bad" moods made her daughter even more irritable while matching "good" moods seemed to sustain the good moods. Furthermore, Mrs. D. discovered that if L.D. was "left alone" when feeling bad, she would soon seek her mother's help.

On the basis of these observations Mrs. D. decided to stop matching "bad" moods. Instead, she would offer help and leave until L.D. requested her services while at the same time comtinuing to match "good" moods.

Mrs. D. kept no data that would indicate progress with her relationship to L.D. However, she did report that the relationship with her daughter had "greatly improved" and that the "bad" moods had almost disappeared.

Figure 7. BUILDING RELATIONSHIP

Mrs. D. Building Relationship with daughter. Data shows number of "good" or "bad" moods per day by L.D. and number of "accurate matches" by Mrs. D. On one occasion, day 18, Mrs. D. decided that she had not accurately judged a mood on her daughter's part.



Matching good and bad moods

Matching good moods and ignoring bad

L.D. • •
Mrs. D. o - o

*All except days 6 and 8 are equal moods by L.D. and matches by Mrs. D.

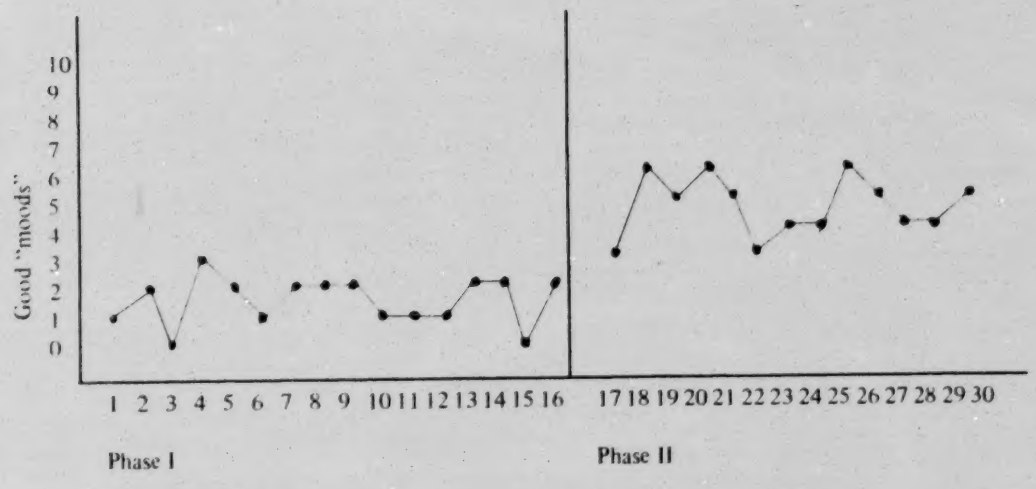
DEPRESSION/AGGRESSION

The subjects for this project included B.C., ten years old, and his mother and father, Mr. and Mrs. C. Mrs. C. reported that her son frequently was in "morbid" moods. During these moods B.C. would move about listlessly, complain about how unhappy he was, and express wishes to be more happy. He would on occasion "attack" his brothers. Mr. and Mrs. C. decided to pinpoint and accelerate "good" or "happy moods."

This was one of the few cases where the group leader offered a direct prescription to the parents. This prescription consisted of having the parents ignore B.C. while he was in a "bad" mood and attend to him when he was having a "good" mood. Figure 8 shows that this approach did not increase the occurrence of "happy" moods. Consequently, the parents were allowed to make a more thorough analysis of the problem and it was discovered that punishment was still very much a part of their approach in dealing with B.C. They also found another characteristic of their own behavior that helped maintain the problem. This characteristic was that they would ignore his behavior until it became unbearable to them. At this point he would be punished. When the period of punishment ended, B.C. would affectionately approach and apologize to his parents who in return would respond with affection. Mr. and Mrs. C. reasoned that they had taught their child to behave abnormally through this process and felt that the previous program had failed because they attended to B.C. only after he had behaved inappropriately.

They decided to actively seek out opportunities to attend to appropriate behavior and to deal with misbehavior as soon as it started rather than when it became aversive. B.C.'s "positive" moods began to accelerate almost immediately. The project was terminated when Mrs. C. reported that B.C.'s "good" moods were almost continuous, thereby making them difficult to count.

Figure 8. INCREASING GOOD "MOODS"



AGGRESSION: A "FAILURE"

While most of the parents were able to achieve some degree of success with their behavior change projects, a few did not. Several parents did not start a project or started one and abandoned it without attempting a correction. A number of factors could have been responsible for these "failures" including the way in which the group leader interacted with the parent. The case presented next is a representative example of one failure to change a child's behavior with the result that the parents dropped out of the program.

Mr. and Mrs. Y. were primarily interested in controlling the physical attacks their four-year-old son, M., had been making upon his sisters (ages five and seven). The attacks consisted of striking, kicking, scratching, and even spitting.

The group leader instructed the parents to keep a record of the number of times these attacks occurred each day and to bring the records to the first group meeting. At this meeting the parents were asked to begin to record the events that surrounded the attacks, i.e., the antecedent and consequent events. Mr. and Mrs. Y. stated that this was not necessary because they knew that the attacks occurred when the girls refused to do what M. wanted. The consequence was usually a scolding.

The group leader instructed the parents to begin attending to M. when he was behaving appropriately and to put him in "time out" when he "attacked" his sisters. They agreed to do this and return the next week. However, the Y.'s failed to attend the next session.

During the third meeting the Y.'s stated that they had not seen any improvement. It was the group leader's feeling that the Y.'s were not carrying out the program as it was planned, so he went over the plan again and urged the Y.'s to be more consistent. They agreed to try again but failed to attend another meeting.

On the follow-up questionnaire the Y.'s stated that they felt the child's behavior had "gotten worse" and for this reason they had decided to stop attending the meetings.

BY-PRODUCTS

The primary goals of the program were to have the parents complete a behavior change project using the skills of pinpointing, recording, and consequating. It was hoped that a by-product of this approach would be that the parents would learn much more about child behavior and behavior change and would be able to apply this to new situations.

Anecdotal records kept by the group leaders and records kept by the parents suggest that in addition to the projects accomplished, parents began to display what might be called "by-products." A by-product was defined as an effect on or change in the behavior of the parent other than that specified as a primary goal. Some of the kinds of "by-products" of the present program are listed below.

I. **Generalization.** Possibly the most important side-effect of the program would be the application of what was learned to new or novel situations. Evidence of generalization by parents attending the program was demonstrated by the fact that many started new projects after completing the first successfully. Records kept by the group leaders indicate that almost every parent that completed a project began a second one. Many of the sample projects presented above represent second, third or even fourth projects.

A great many of the parents gave verbal descriptions of isolated events they had "managed" through application of the "principle of reinforcement." A particular "favorite" was the use of "Grandma's Law" which essentially requires performance of a desirable behavior prior to obtaining a reward or opportunity to engage in pleasurable activity.

Three of the mothers that attended were working in school settings either as teachers or aides and they reported using their newly learned skills to solve school-related problems. One mother began applying her skills to the Cub Scout group she directed. Another example of generalization was Mrs. P. who began applying her skills at the job where she worked as a nurse/therapist with psychotic individuals. Three months after termination of the program Mrs. P. was still keeping records and devising treatment programs, using the behavior modification skills she had learned while attending the program.

II. **Confidence.** A second by-product was the increase in the self-confidence of the parents. All parents that completed the program said that they believed they were able to manage their child's behavior better than they were before the program started. This was supported by the fact that most of the parents became willing to revise their projects several times before completing them.

III. **Assisting others.** A third by-product concerned the parents becoming able to provide help for others in solving similar problems. It has already been noted that several of the parents began teaching their own children self-modification skills. In another case, a woman who worked as a teacher aide was able to help a second grade teacher devise a behavior change program. At least three mothers reported actively helping their child's teacher devise programs to be applied in class. These instances represent more than just the cooperation of the parent. In all cases the parent was an active participant in the problem solving process. Finally, one couple talked to the principal at their school about meeting again the following school year and volunteered to help serve as group leaders.

IV. **Negative By-Products.** Any account of the by-products of a program should include what might be viewed as "negative" by-products. The structure and conduct of the present program produced some results that could clearly be judged, from the point of view of the parents or group leaders, as being unacceptable.

Two kinds of negative by-products were identified: (1) persons who dropped out of the program and were unhappy with it, and (2) failure to reach reasonable behavior change goals.

Some of the parents who failed to complete the program did so because they felt the program had failed to provide the help they had expected. Two families dropped out after the first meeting because they felt that the focus was too much on problem solving and they had expected more of an information-giving, didactic format. Since one of the goals of the program was to help parents understand principles of child behavior, the fact that these families dropped out represents at least a failure to help the parents realize that the information they were seeking could still be obtained through the program. An improvement in this regard might have been to place less emphasis or insistence on the technique of having each family engage in a specific behavior change project and attend more carefully to the expectations of the parents prior to their entry into the program.

Three families completed the program but failed to reach behavior change goals that were judged to be "reasonable" or "realistic" by both the parent and group leader. However, in two of the cases the parents reported that some progress had been made. One family that dropped out after the third meeting stated their reason for doing so was failure to make progress toward their behavior change goal.

In the case of four families, failure to reach behavior change goals could be traced to a tendency for the group leader to offer solutions to the parent, thereby cutting off the problem solving process, to inadequate shaping on the part of the group leader in the form of excessively high expectations (i.e., the steps in the shaping process were too large), and a failure to discriminate and reinforce appropriate problem solving behavior on the part of the parents.

INTERVIEWS WITH PRINCIPALS AND SCHOOL COUNSELORS

Upon completion of the program interviews were held with several counselors and principals whose schools were involved in the program. Although all principals and counselors were contacted for interviews, one counselor was unable to schedule an interview. The following summary includes comments and input from all but the one counselor who was unable to be interviewed.

Question 1. **What did you hope this program would accomplish?**

The most frequently voiced response was that of promoting better relationships with parents involved in the program. Those interviewed felt that in many cases the relationship between the school and parents of children attending the program was not as positive as would be desired.

Question 2. **To what extent were these goals accomplished?**

All of the respondents felt that the goal of facilitating a better relationship with parents had been met. In several cases the program provided for a closer parent-school relationship in that parents began actively seeking out the aid of the school counselor. In another case a teacher noticed that some of the problem behaviors on the part of one of the participant's children began to fade and then terminated completely. Finally, one principal felt that the quality of interaction with a particular parent had improved and she attributed this improvement to the program.

Question 3. **Did your school or school system benefit from this program? If so, how?**

Everyone interviewed felt that their school had benefited from the program. One especially notable case was that of a teacher's aide who took part in the program and began using what she had learned in the classroom. Another example was the offer by two families to do volunteer work in the school.

Question 4. **Did this program provide an element that is not provided by the other school services?**

Again, all interviewed felt that it did. One counselor felt she was not trained to conduct similar groups but would like to acquire the skills in order to do so. One principal felt that PTA and mothers' clubs might provide this service, but that at present this was not the case. Another principal felt that many parents and teachers attempt some of the techniques but are not well trained and as a consequence are often unsuccessful.

Question 5. **If this program were provided again, how would you like to see it run? Would you want anything done differently?**

The largest single response to this question was that of involving more parents. This meant doing a better job of publicizing the program's existence and more thorough recruiting. Several also felt that the initial letter sent should be clarified to make parents aware of what the program would consist of. Many of the respondents felt the length and number of sessions was appropriate, but that the program should have begun earlier in the school year. This would have allowed for better opportunity to build upon the effects of the program.

Overall, the people interviewed felt that the program was successful but in order to improve its impact, more parents needed to be involved.

CONCLUSIONS

The following conclusions are based upon the data presented above as well as information and experience obtained informally during and after the completion of the program. The conclusions are:

1. **A program such as this can be an effective means of improving parent/school relationships.**

Discussions with parents and administrators involved in the program indicated that the program provided an additional dimension to improving relations between the school and parents. Subsequent to the completion of the program, several principals expressed interest in participating if a similar project were offered in the future. These principals couched their interest in terms of the increased positive impact they anticipated the program would have in improving school-parent relations.

Also, the interviews with the principals and school counselors of participating schools indicated several instances where parents or friends of parents who participated in the program would seek out the school counselor for help on problems their children were experiencing in school. In many of these cases, it was the first time any of the parents had sought the aid of the school rather than waiting for the school to notify them of the need to work on the problems.

2. **Parents who participated in the program felt that it provided useful techniques for working with children.**

In addition to the data and illustrations cited in the results section, several parents provided anecdotal data which support this conclusion.

During the program one mother became a Cub Scout den mother for a group of boys who were initially termed as "undisciplined ruffians." Through the use of techniques gained during the sessions she was able to change an "uncomfortable situation" into one in which she gained control over the meetings and was able to effect cooperation and participation on the part of the boys.

Another example is that of a mother who worked as a teachers' aide in the Lincoln Public School system. In her job she was able to employ some of the skills learned during the sessions and thus make herself a very useful addition to the classroom. Both her supervisory teachers and the principal of the school in which she worked were able to observe her skills and make positive evaluations.

3. **A need exists to arouse more parents' interest in school services.**

The fact that only 28 families participated out of over 600 families that received letters tends to indicate that parents, for the most part, are not as interested in school activities as might be desirable. Interviews with school administrators lend additional support to this observation.

4. **Many parents desire aid in helping them manage their children's behavior.**

At the first meeting of all four groups it was found that parents were interested in learning new techniques for managing their children's behavior, but they had initially been afraid to express this interest. They also felt that this was one reason so few parents participated in the workshops. Interviews with other parents not participating in the program substantiated this viewpoint. Parents do not always feel comfortable in their relationships with children, but do not want to admit this to outside people or to school counselors or principals.

5. **School counselors can be effective in teaching parents child management skills.**

Most of the parents and administrators interviewed felt that because school counselors often work with parents to solve problems their children are experiencing, they are in a position to work hand in hand with parents to become more efficient child managers. This necessitates school counselors having the skills to allow them to teach parents child management techniques.

RECOMMENDATIONS

Several recommendations can be made on the basis of the results obtained from this program:

1. Programs for training parents to deal with children should be made available to parents with children in school. School psychologists or counselors would seem to be appropriate individuals to be in charge of such programs, because they often have contact with parents and also should possess the requisite training to conduct workshops. However, if they lack the formal training, it would seem appropriate that they secure it in order to provide these services for parents.
2. More administrators should be made aware of the public relations value of this type of program. An active effort should be made to disseminate the results of this program to administrators and counselors.
3. Greater effort should be made to involve parents in school activities that improve relationships between parent and child and parent and school.
4. A greater attempt should be made by schools to meet the needs of parents who are experiencing difficulty in working with their children.

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APPENDIX I

FIRST LETTER SENT TO PARENTS

Dear Parents:

Last summer a workshop was held at a local junior high school. Through this workshop parents learned some ways to effectively deal with their children. The parents who attended felt the program was worthwhile and some recommended it to their friends. They also indicated that if the program were offered again in the future, they would attend.

Since the workshop ended, we have had requests from several parents to hold another one. We have decided to hold a second workshop starting the week of January 17, 1972. The workshop will be 10 weeks long with one meeting per week. Each meeting will be held in the evening. Meetings will last from 1 1/2 to 2 hours. No definite day for the meetings has been set. The workshop will be offered free.

We would like to stress the fact that this program is not just for parents who are having "problems" with their children. Anyone who is interested in learning some new, systematic ways of working and living with children is welcome to attend. We have found that while some parents do come with specific problems, many come simply as interested parents.

If you feel that you might be interested in attending the workshop or have questions in regard to it, please feel free to call the school. The phone number is _____ .

Thank you.

Sincerely,

Principal
_____ School

APPENDIX II

QUESTIONNAIRE SENT TO PARENTS THAT COMPLETED THE PROGRAM*

1. Do you think it would be good to offer a program like this to parents in other school districts? Yes __ No __

2. Were the parent workshops of value to you in assisting your child?

1	2	3	4	5
Very much	Some	Much	Very little	Not at all

3. Do you believe that the parent workshops in some way actually helped your child?

1	2	3	4	5
Not at all	Very little	Some	Much	Very much

4. Did the parent workshops provide you with any new information concerning child management?

1	2	3	4	5
Very much	Much	Some	Very little	None

5. Would you recommend the parent workshops to a friend whose child has a similar problem to that of your child's?

1	2	3	4	5
Yes	Most likely	Maybe	Don't know	No

6. Have you continued to use the behavior management techniques stressed in the parent workshops?

1	2	3	4	5
Very often	Occasionally	Frequently	Very little	Not at all

7. If you had *not* participated in the parent workshops this year, but were given the opportunity to participate next year, would you do so?

Yes _____ No _____

8. Do you believe you are now better able to manage your child's behavior than you were before the parent workshops?

1	2	3	4	5
All the time	Most of the time	Sometimes	Very seldom	Not at all

9. How many children do you have? _____

10. Were you able to change the behavior of any of your children by use of the methods you learned?

Yes _____ No _____

11. How many of your children had their behavior changed by use of these methods? _____

12. Please list the new skills you learned from this program.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

13. What do you believe were the strong points of the parent workshops?

14. What do you believe were the weak points of the parent workshops?

15. Is there anything different that could be done to make the program better?

16. Any other comments you would like to make concerning the program would be appreciated.

*NOTE: This questionnaire is an adaptation of one developed and used by the Behavior Research Center in Olathe, Kansas.

SKILLS PARENTS FELT THEY LEARNED

SKILLS	NUMBER
Record keeping (charting behaviors)	13
Identifying specific behaviors	13
Analysis of behavior	12
How to motivate by using rewards	17
How to modify their own behavior	3
Use of token or point system	1
How to identify and solve problems	6
Help friends solve problems	1
How to build a better relationship with the children	1
How to generate new ideas	2
How to be more positive	2

POINTS PARENTS FELT WERE STRONG ABOUT THE PROGRAM

POINTS	NUMBER
Learning a systematic method of keeping records	3
Learning principles of reinforcement	3
Discussion with other people	2
How to analyze one's own behavior	1
How to analyze others' behavior	4
Positive attitude of leader	1
Learning new methods of dealing with problems	3
Emphasis on the positive rather than the negative	3
How to reinforce to change behavior	1
How to identify problems in terms of behaviors	1
Realizing other parents have problems	3
Learning to solve problems independently	2

POINTS PARENTS FELT WERE WEAK ABOUT THE PROGRAM

POINTS	NUMBER
Needed better organization	2
More instructional materials	1
Sessions too long	1
More individual time	1
Not enough sessions	3
Lack of an outline of objectives	1
No weak points	3
Poor directions by leader	1
Some parents talked too much	2
More outside reading	1
Stress analysis sooner	1

THINGS THAT SHOULD BE CHANGED TO IMPROVE PROGRAM

THINGS TO IMPROVE	NUMBER
More sessions	2
Offer to pre-school parents	1
Emphasis on necessity of both parents attending	1
More reading material	1
More discussion between parents	1
Nothing changed	3
More visual aids	2
More lecture	1
Explain expected behaviors for different age groups	1

APPENDIX III

OTHER COMMENTS

COMMENTS	NUMBER
Parents were afraid they would regress to old methods	1
Program positive because it can be used in the future	1
The program should be implemented in all schools	4
The program was frustration reducing	1
Solving small problems helped alleviate big problems	1
Surprising how easy behavior is changed	1
Liked stress on positive approach	1
Reminded how important love is to child	1
Enjoyed program	1
Program needs some refinement	1
Parent felt he/she had not spent enough time on the program	1
Felt own behavior was changed first	1

APPENDIX IV

QUESTIONNAIRE SENT TO PARENTS THAT DROPPED OUT OF PROGRAM

1. Do you think that if the workshop was held again in the future you would attend?

   Yes _____ No _____

2. If the above answer is no, please indicate why.

3. What changes could be made so that more people would be interested?

4. If you attended a few sessions, did you find them helpful?

   Yes _____ No _____

5. What were some of the strong points you saw in the workshop?

6. What were some of the weak points you saw?

7. Any other comments you might make would be appreciated.

ATTENDANCE RECORD FORM

Date _____ Group _____ Meeting No. _____

Name	Att.	Data	Proj. Comp.			Comment

APPENDIX V

ATTENDANCE*

	School I	School II	School III	Total
Families that attended at least once	6	13	9	28
Families that completed program	2 (33%)	10 (77%)	8 (89%)	20 (71%)
Families that dropped out	4	3	1	8
Individuals that attended at least once	9	17	12	38
Individuals that completed the program	3 (33%)	17 (71%)	10 (83%)	25 (66%)
Individuals that dropped out	6	5	2	13

* Attendance by school district. Completion of program was defined as attendance of more than half of the meetings (including the last three) for the group the parent was assigned to. Otherwise the parent was classified as a dropout from the program.

APPENDIX VI

AUDIO-TAPE SCORING CATEGORIES

1. Pinpoint Themes: Defining a problem in terms of behavior; specifically citing a particular behavior as a target for modification; breaking a problem down into several specific behaviors to be dealt with.

2. Record Themes: Statements dealing with keeping records, counts, accounts of behavior; statements referring to the observation or recording of events.

3. Analysis Themes: Statements of rewards for behavior, punishments or extinction processes (e.g., ignoring); statements about events antecedent to or following behavior, especially with reference to their controlling function; any themes dealing with an analysis of the events controlling a behavior in the natural environment.

4. Positive Themes: Statements about desirable, rewarding or appropriate child behavior; statements of pride in or accomplishments by the child; statements of positive expectation; statements of positive results (including positive by-products) of the behavior change program.

5. Negative Themes: Statements of undesirable, aversive or inappropriate child behavior; complaining about child behavior; statements of dread with respect to child's behavior.

6. Other Themes: Themes not covered by other scoring catagories; themes that are ambiguous or impossible to score.

APPENDIX VII

FORMAT FOR INTERVIEW WITH SCHOOL PRINCIPALS AND COUNSELORS

What did you hope this program would accomplish?

To what extent were these things accomplished?

Did your school or the school system benefit from this program? If so, how?

Did this program provide an element that is not provided by other school services?

If this program were provided again, how would you like to see it run? Would you want anything done differently?

LETTER SENT TO PARENTS WHO COMPLETED PROGRAM

March 17, 1972

Dear

Enclosed you will find a questionnaire which is aimed at helping me evaluate the parents' group that you participated in. The results of the evaluation will be given to the Lincoln Public Schools' main office and will be used to make decisions regarding future services to parents. These services cost money as well as the time of the limited staff available to the schools. The best decisions are made on the basis of the information we get from you. We would be very much appreciative of your taking a few minutes to complete the questionnaire and return it *along with* copies of your graphs (I'll return the graphs if you leave a note on the questionnaire). An envelope has been provided for this purpose. There is absolutely no reason to use your name on any of these records unless you wish to identify yourself.

I would like to thank you for taking the time and trouble to attend these meetings. If I can be of any service to you in the future, please feel free to call.

Sincerely,

APPENDIX VIII

LETTER SENT TO PARENTS WHO DROPPED OUT OF THE PROGRAM

Dear

We're attempting to find out why people who initially showed an interest in the parent's workshop decided that they did not want to participate. We would appreciate your filling out the enclosed questionnaire so as to give us an idea why you chose not to participate. This information will help us make necessary changes so that in the future we will be better able to meet people's expectations.

Thank you in advance for your help.

Sincerely,

APPENDIX IX

BEHAVIORAL ANALYSIS FORM

DAY

	EVENTS WHICH HAPPENED BEFORE	BEHAVIOR	EVENTS WHICH HAPPENED AFTER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

CHORES AND RESPONSIBILITY RECORD FORM*

WHO KEPT RECORD _____ X IF DONE WITHOUT BEING TOLD

WHO CHECKED RECORD _____ (X) IF DONE AFTER BEING REMINDED

Year _____ Month _____ Dates O IF DIDN'T DO IT

ASSIGNMENTS	MON	TUES	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														

*NOTE: This record form was obtained from Big Brothers of Greater Kansas City, Inc., 417 East 13 Street, Kansas City, Missouri.

POINT RECORD FORM

Total from Last Week _____

	Points Earned	Points Spent	
MONDAY			Total points _____ Total from today _____ New total _____ Points Spent _____ Total Points _____
TUESDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total Points _____
WEDNESDAY			Total Points _____ Total from today _____ New total _____ Points Spent _____ Total points _____
THURSDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total points _____
FRIDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total points _____

Total from Last Week _____

	Points Earned	Points Spent	
MONDAY			Total points _____ Total from today _____ New total _____ Points Spent _____ Total points _____
TUESDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total Points _____
WEDNESDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total points _____
THURSDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total points _____
FRIDAY			Total points _____ Total from today _____ New total _____ Points spent _____ Total points _____